

**Project Sites:**

Mt. Diablo School District  
Paramount Unified School District  
Placer County Office of Education  
Elk Grove Unified School District  
Sacramento City Unified School District  
San Juan Unified School District  
Alameda County Office of Education  
Alpine County Office of Education  
Butte County Office of Education  
Contra Costa County Office of Education  
El Dorado County Office of Education  
Fresno County Office of Education  
Imperial County Office of Education  
Inyo County Office of Education  
Lake County Office of Education  
Los Angeles County Office of Education  
Madera County Office of Education  
Mariposa County Office of Education  
Mendocino County Office of Education  
Merced County Office of Education  
Modoc County Office of Education  
Mono County Office of Education  
Nevada County Office of Education  
Orange County Office of Education  
Riverside County Office of Education  
Sacramento County Office of Education  
San Bernardino County Office of Education  
San Diego County Office of Education  
San Francisco County Office of Education  
San Luis Obispo County Office of Education  
Santa Barbara County Office of Education  
Santa Clara County Office of Education  
Santa Cruz County Office of Education  
Shasta County Office of Education  
Sonoma County Office of Education  
Ventura County Office of Education  
Yuba County Office of Education

# Report to the Governor and Legislature

## Foster Youth Services Programs (Education Code section 42923)

California Department of Education  
Educational Options Office  
February 15, 2000

# Foster Youth Services Programs

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# Foster Youth Services Programs

## I. Program Overview

Many of the children placed in foster care have suffered debilitating physical and emotional traumas as a result of parental neglect or abuse. Instead of finding a sense of security and stability to help heal their wounds, they often languish in the foster care system, moving from placement to placement and school to school. This instability has a powerful effect on their success in school. They must adjust to new friends, teachers, group norms inside and outside of the classroom, new educational expectations and curricula, and the pace at which material is taught. These changes can be overwhelming and incapacitating.

When foster children experience changes in care and school placements, knowledge of their educational needs often stays with the prior group home or school. Added to the emotional disturbance and adjustments they face are the stresses of falling behind academically, losing academic credit, and losing contact with persons who are aware of their health and welfare needs. These conditions can lead to a greater number of behavioral problems that can seriously affect their academic process and the stability of their placements in school and foster care.

### Core Foster Youth Service Programs

In an effort to support children in their foster care and school placements, education-based programs were implemented to support foster youth's educational and emotional needs and reduce the multiple changes placement. In 1973, the San Juan, Mt. Diablo, Sacramento, and Elk Grove unified school districts began Foster Youth Services (FYS) programs to provide advocacy, tutoring, instruction, and other support services to enhance foster children's school success under the provisions of California Education Code sections 42920-42925 (Attachment A). The Legislature established uniform data collection for these four programs in 1988, requiring biennial reports on their effectiveness. It authorized and funded programs in Paramount Unified School District and the Placer and Nevada Counties Consortium in 1992.

### Countywide Foster Youth Service Programs

The demonstrated success of the six core FYS program sites resulted in continuing legislative support of the existing programs, annual funding, and additional support for program expansion through the 1998 Budget Act (Attachment B). The intent of the new Countywide Foster Youth Services Program is to make foster youth services available to every child and youth, ages 4 to 21, residing in a licensed children's institution (group home) throughout California. The goals of the Countywide Foster Youth Services Program reflect the core mandates of Education Code sections 42920-42925 and key concepts (Attachment C) of Senate Bill 933 (Thompson, Chapter 311, Statutes of 1998) that affect the educational support of foster youth.

## II. Core Foster Youth Services Program Report

This report includes information on program effectiveness generated by the six core FYS programs during the 1998-99 school year. The evaluation design utilizes student performance objectives evaluated in the combined programs and aggregated to form one report to the Legislature. The evaluation design was approved by the Superintendent of Public Instruction and the Department of Finance and was codified in Education Code Section 42923. Student performance objectives were established to measure program impact of foster youth services in the following areas: (1) academic achievement, (2) discipline problems, and (3) truancy rates.

### Results

#### 1. Objective One – Impact on Academic Achievement

The FYS programs will measure program impact on student's academic achievement. Sixty percent (60%) of foster youth students will gain one month of academic growth for every month of tutoring received.

##### a. Rationale

Foster youth students are academically deficient. Eighty percent are retained by the third grade and seventy-five percent of foster youth work below grade level (*School-Age Children in Foster Care*. California, Health and Welfare Agency, 1981). Because of the academic similarity between foster youth and Title I students, the measure for success was designed to be comparable to the standard of growth for the Title I population. The adopted measure, one month of growth for every month tutored, exceeded the standard of academic growth for the Title I population at that time.

b. Data

**Table 1**  
**Number of Students Achieving Academic Growth Objective<sup>a</sup>**  
**During School Year 1998/99**

<b>Grade Level</b>	<b>Number of Students Tested<sup>b</sup></b>	<b>Number of Students Achieving Objective</b>	<b>Percent Achieving Objective</b>
K-3	209	183	88%
4-6	157	136	87%
7-8	64	56	88%
9-12	148	116	78%
<b>Totals</b>	<b>578</b>	<b>492</b>	<b>85%</b>

<sup>a</sup> Academic growth objective is one month of growth to one month of tutoring.

<sup>b</sup> K -12 students who received at least three months of tutoring and were pre and post-tested. Approximately 20 percent of the population served by the six core projects received tutoring services based on student need.

c. Findings

The target objective was surpassed with 85 percent of the students gaining at least one month of academic growth per month of tutoring received. Of the 578 students assessed, 492 achieved the goal and 86 did not. Results from the Student Achievement Test Data Form indicate that the average rate of academic growth was two months for each month of tutoring.

2. Objective Two – Impact on Discipline Problems

The FYS programs will measure program impact on the incidence of student discipline problems. Fewer than five percent of the foster youth population will be expelled during the school year.

a. Rationale

Foster children typically exhibit maladaptive behaviors which interfere with their school success. Problem behaviors include excessive truancy, assault and substance abuse. All constitute grounds for expulsion (Children's Research Institute of California, 1981, and Canning cited in Barth, 1984).

b. Data

**Table 2**  
**Students Expelled for Discipline Problems**  
**During School Year 1998/99**

<b>Number of Students Served</b>	<b>Number of Students Expelled</b>	<b>Percent of All Students Expelled</b>
2,911	14	0.48%

c. Findings

Of the 2,911 students in the six programs, only 0.48 percent (14 students) were expelled.

3. Objective Three – Impact on Truancy Rates

The FYS programs will measure program impact on student truancy rates. Foster youth students will achieve an average attendance rate of ninety percent (90%) during the school year.

a. Rationale

Truancy is one of the major behavior problems of foster children (Children's Research Institute of California, 1981, and Canning cited in Earth, 1984). The dropout rate is very high, with one study citing a rate of 50 percent (Zimmerman cited in Earth, 1984, and Taylor, 1973). A graduation rate of only 45 percent was noted in other research (Earth, 1988).

b. Data

**Table 3**  
**Comprehensive School Student Attendance**  
**Sample for Month of October 1999**

<b>Grade Level</b>	<b>Number of Students</b>	<b>Total Days Enrolled<sup>a</sup></b>	<b>Total Days Attended<sup>b</sup></b>	<b>Attendance Rate</b>
K-3	382	7,597	7,374	<b>97</b>
4-6	371	6,735	6,610	<b>98</b>
7-8	204	3,953	3,764	<b>95</b>
9-12	473	9,629	9,210	<b>96</b>
<b>Totals</b>	<b>1,430</b>	<b>27,914</b>	<b>26,958</b>	<b>97</b>

<sup>a</sup> Mean days enrolled per student is 19.52.

<sup>b</sup> Mean days in attendance is 18.85.

**Table 4**  
**Alternative Education Student Attendance**  
**Sample for Month of October 1999**

	<b>Number of Students</b>	<b>Total Days Enrolled<sup>a</sup></b>	<b>Total Days Attended<sup>b</sup></b>	<b>Attendance Rate</b>
<b>Totals</b>	51	1060	993	94

<sup>a</sup> Mean days enrolled per student is 20.78.

<sup>b</sup> Mean days in attendance is 19.47.

c. Findings

The target objective was exceeded with students achieving a positive attendance rate of 96 percent. In the interest of program efficiency the month of October was utilized as the sample month.

### III. Countywide Foster Youth Services Program Report

The Countywide Foster Youth Services Program is currently midway through its first full year of funding. For this reason, data mandated under California Education Code section 42923 is not yet available from the new countywide projects. This report summarizes progress made toward program implementation with anecdotal information provided as examples of the work that is being accomplished at the county level.

#### Program Implementation

The 1998 Budget Act provided \$3 million in half-year funding for the expansion Foster Youth Services Program to be implemented on a countywide basis. The California Department of Education (CDE) subsequently released the initial Request for Application (RFA) to all county offices of education and school districts soliciting applications to implement the Countywide Foster Youth Services (FYS) Program. Through this initial noncompetitive process, the CDE funded 24 counties to implement this new countywide FYS program, serving approximately 10,500 students, or 80 percent, of the foster youth who reside in group homes.

The 1999 Budget Act provided \$6 million in funding in fiscal year 1999-2000 to support existing programs and to expand the Countywide Foster Youth Services Program. A second Request for Applications in the Spring of 1999 resulted in the expansion of programs to 32 counties, increasing services to approximately 11,680 students, or 89 percent of the foster youth who reside in group homes (See Attachments D, E, and F).

Solicitation for applications will again be conducted in the Spring of 2000. Eligible applicants include county offices of education, a consortium of school districts in cooperation with the county office of education, or a consortium of counties as a single applicant interested in developing a countywide FYS program. The goal is to expand the network of projects to all 58 counties.

SB 933 set into motion a number of activities and concepts at the state and local level that directly involve participants in the countywide FYS program. Many of these legal mandates are intended to ensure a coordinated effort to protect foster youth and secure appropriate, stable placements. A number of California code sections reinforce the importance of this collaborative effort and provide an avenue for service delivery and coordination for foster youth in group care. Program elements and requirements of the Countywide Foster Youth Services Program support legal mandates set into motion by SB 933 of 1998 and are presented in the Key Educational Concepts of Senate Bill 933 (Attachment C).

#### Countywide Collaborative Effort

Schools are a natural focal point for identifying foster children's academic and behavioral problems and needs. Through interagency collaboration, one of the program's most vital requirements, FYS providers work with social workers, probation officers, group home staff, school staff, and community service agencies to influence foster children's day-to-day routine



both during and after school. Their goals are to stabilize foster care placement and to enhance academic success.

FYS programs can also collaborate with, complement, and supplement a variety of existing support services to help ensure delivery of comprehensive support services to meet the unique needs of foster children and youth. These include Title 1 Neglected and Delinquent Youth program services and Healthy Start services as well as services provided by Systems of Care, Special Education Learning Plan Areas (SELPAs), and Independent Living Programs (ILPs). Formation of a countywide FYS program advisory group of collaborative partners is an essential first step in establishing a program. The purpose of the advisory group is to plan the countywide FYS program, to advise on the direction of program services and, as appropriate, to collaborate in providing those services.

### Network Training

The Foster Youth Service Projects (core and countywide) have taken the initiative to meet collectively for training and collaboration on a statewide basis. The Placer County Office of Education coordinated and hosted a conference held January 20 and 21, 2000. The conference was well attended by project teams from 24 counties. There were approximately 90 attendees representing education, probation, child welfare, group homes, child advocacy groups, former foster youth, foster parent organizations, and research groups.

At the conference, projects had the opportunity to gain a historical perspective from the core FYS projects, look at core FYS project outcome data, and strategize program development through the experiences of others. Additional information was provided on the court dependency process, Health and Education Passports, asset and strength based assessments, history and legislative intent of SB 933, and transitional services and independent living, as well as on software programming models and collaborative models in government.

Riverside County Office of Education has also planned a conference for March 17, 2000. These meeting opportunities are provided for project teams to meet, share ideas, and explore best practices to ensure that foster students succeed in school.

### Health and Education Passports

Rarely do school staff, caregivers, or placement workers have the time, expertise, or inclination to make sure that the educational needs and rights of each foster child are properly addressed. Placement changes often occur without planning and preparation, and student's records are often lost or misplaced when their placements change. If their health and school records are transferred, credits for courses fully or partially completed are often omitted from transcripts, jeopardizing the students' chances for accumulating sufficient credits to graduate.

FYS programs have the ability and authority to ensure that health and school records are obtained. Complete health and school records make up the Health and Education Passport (Education Code section 49069.5). The Passport is utilized to establish appropriate placements

and coordinate instruction, counseling, tutoring, mentoring, vocational training, emancipation services, training for independent living, and other related services. Accurate student level information facilitates appropriate placement and increases the stability of placements. This information also ensures that children receive appropriate support services that improve educational performance and personal achievement, directly benefiting them as well as providing long-range cost savings to the state.

Funding for the countywide FYS program is based on the number of children residing in group homes under the county's jurisdiction regardless of where the child is placed. When students move from one county to another, the countywide FYS programs are expected to cooperatively facilitate transfer of their vital records by way of the Health and Education Passport and coordinate support services to ease the move.

Many county advisory groups have identified the Health and Education Passport as a local need that has not been adequately addressed. In an effort to respond to this need, projects are developing student level data systems and web sites (public and secured) to facilitate the collection of complete health and education data, as well as expedite the transfer of data when a student is moved. Santa Clara County Office of Education, for example, has established a goal to collect information on the foster student's last five schools of attendance. Santa Cruz, and other counties, are conducting individual student assessments and include the results in the Health and Education Passport.

## Support of State Courts

SB 933 recommends that the Judicial Council adopt appropriate rules, standards, and forms regarding the educational placement of children placed in foster care. The purpose of the recommendation is to ensure that state courts routinely indicate the party that maintains or assumes the educational rights of a child placed in foster care in order to facilitate the child's prompt educational placement. When the parent maintains educational authority for the child, the parent also has a right to designate another person or entity to maintain educational authority. The Judicial Council is also encouraged to ensure that state courts consistently authorize the agencies that place children in foster care to receive the children's records.

Over this past year, the FYS projects have begun working collaboratively with local judges to facilitate the exchange of information among agencies providing service to foster youth and to overcome obstacles related to sharing information while retaining confidentiality. For example, Riverside County Superior Court Judge James Warren has supported the local FYS by issuing an order authorizing the release of juvenile records to be used in the Riverside County Office of Education Foster Youth Services Program (Attachment G).

## Support Services

The new Countywide FYS programs are expected to assist students in working with their placing agency, the court system(s), public and private health and mental health agencies, and educational service providers. Program designs incorporate a case management model. Services to be provided or coordinated by FYS programs on behalf of students residing in group homes under

the county's jurisdiction will include:

- educational assessments;
- facilitation of the transfer of the Health and Education Passport, described in Education Code section 49069.5, including the following:
  - ◆ the location of the student's records,
  - ◆ the student's last school and teacher,
  - ◆ the student's current grade level, and
  - ◆ any information deemed necessary to enable enrollment at the receiving school, to the extent allowable under state and federal law;
- tutoring;
- mentoring;
- counseling;
- transitioning services, including vocational training, emancipation services, and training for independent living;
- mainstreaming into a public school setting; and
- advocacy training for program staff, group home staff, and foster parents.

Countywide FYS programs provide these services either directly or in cooperation with collaborative partners within the county. Countywide FYS projects have identified existing services and focus on service delivery that is not duplicative but meets specific unmet needs.

### Reporting Requirements for February 15, 2002

The new countywide FYS programs will be held accountable for their progress and results in both coordinating and delivering services and in collaborating with their partners. Each countywide FYS program grantee is required to submit a report to the Superintendent of Public Instruction (SPI) at the end of each school year.

SB 933 stresses the importance of the collaborative process at the local level. The countywide FYS program emphasizes the need for educators to be active partners in the collaborative process of planning, program development, and ongoing program involvement. The countywide projects' end-of-year reports will focus on their progress in implementing of the new program and developing a comprehensive collaborative process. Their reports for school years 1999-2000 and 2000-2001 will focus on the local advisory group, its roster of collaborative partners, progress toward program development, and the community concerns it has and will continue to address. Evidence of the programs' achievement of goals and objectives will include quantitative data regarding services provided, pupil academic achievement, incidence of pupil discipline problems or juvenile delinquency, and pupil dropout and truancy rates as required by Education Code section 42923.

## IV. Foster Youth Services Program Provider Recommendations

In their progress reports to the Superintendent of Public Instruction for 1998-1999, the FYS projects report making an impact at the local level by bringing together placing agencies, service providers, the courts, and education to work collaboratively toward the goal of meeting the needs of foster youth. Developing these relationships has not always been easy, but they are critical to the success of the projects. In this early stage of program development the projects have recognized the importance of education's involvement in the foster care system and unanimously make the following recommendations:

1. **That there be continuation of funding for existing Foster Youth Services Programs.**
2. **That funding for Foster Youth Services Programs be expanded to provide services to all foster youth.** Funding for the existing Foster Youth Services projects address the needs of only 13 percent of the foster youth population. Expansion of funding will provide projects with the ability to deliver the necessary education-based services to the remaining 87 percent of foster youth in California to reduce the traumatic effects of this disruption in their lives.
3. **That funding be made available for training and program evaluation.** Training and collaboration on a statewide basis is necessary to ensure that the best and most current practices are utilized by each project in the state. Funding for statewide training, collaboration, and program evaluation will ensure that the educational needs of foster youth are being met.

## V. Resources

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## VI. Attachments

EDUCATION CODE  
SECTION 42920-42925

42920. Legislative findings

- (a) The Legislature finds as follows:
- (1) It is essential to recognize, identify and plan for the critical and unique needs of children residing in licensed community care facilities.
  - (2) A high percentage of these foster children are working substantially below grade level, are being retained at least one year in the same grade level, and become school dropouts.
  - (3) Without programs specifically designed to meet their individual needs, foster children are frequently dysfunctional human beings at great penal and welfare costs.
- (b) The Legislature further finds and declares that the instruction, counseling, tutoring, and related services for foster children that provide program effectiveness and potential cost savings shall be a state priority. Funding for that purpose is hereby provided to the following unified school districts and consortia that have successfully operated foster children services program sites: Elk Grove, Mount Diablo, Sacramento City, San Juan, and Paramount, and the Placer-Nevada consortium.

42920.5. Allowances for foster children service programs

- (a) Commencing with fiscal year 1982-83, and each fiscal year thereafter, each of the six program sites specified in subdivision (b) of Section 42920 shall receive, in addition to the base revenue limit, an allowance from the amount annually transferred to Section A of the State School Fund equal to the amount the district spent on foster children service programs in fiscal year 1981-82, adjusted to reflect cost-of-living increases by the total percentage increase received by all categorical education programs. In no event shall this cost-of-living adjustment exceed the inflation adjustment provided pursuant to Section 42238.

This allowance shall be used exclusively for foster children services.

The six program sites may continue to record revenue received pursuant to this subdivision in the same manner used to record revenue received for foster children services in the 1981-82 fiscal year.

The six program sites shall maintain their foster children services programs in fiscal year 1995-96 and each subsequent fiscal year at a program level comparable to that at which they administered those programs in fiscal year 1994-95.

- (b) Commencing with fiscal year 1982-83, the base revenue of each of the six school districts specified in subdivision (b) of Section 42920 shall be permanently reduced in an amount equal to the amount spent on foster children services in fiscal year 1981-82.



**42921. Children residents in regularly established licensed or approved foster home**

In addition to the six program sites specified in Section 42920, any other school district may provide educational services for children who reside in a regularly established licensed or approved foster home, located within the boundaries of the program site, pursuant to a commitment for placement under Chapter 2 (commencing with Section 200) of Part 1 of Division 1 of the Welfare and Institutions Code.

**42922. Funding for fiscal year by appropriation from legislature**

Any school district which provides educational services for foster children pursuant to Section 42921 shall receive funding in any fiscal year for those services only by such sums as may be specifically appropriated by the annual Budget Act of the Legislature for that fiscal year for support of those school-centered foster children services which provide program effectiveness and potential cost savings to the state.

The Legislature may appropriate moneys from the General Fund for this purpose, or, if sufficient funds are available, from the Foster Children and Parent Training Fund pursuant to the provisions of Section 903.7 of the Welfare and Institutions Code.

**42923. Reports in even-numbered years**

- (a) Each school district providing foster children services pursuant to this chapter shall, by January 1 of each even-numbered year, report to the Superintendent of Public Instruction any information as may be required by the Superintendent of Public Instruction for the purpose of subdivision (b).
- (b) The Superintendent of Public Instruction shall, by February 15 of each even-numbered year, report to the Legislature and the Governor on the foster children services provided by school districts. The report shall be prepared with the advice and assistance of providers of foster children services and shall include, but not be limited to, the following:
  - (1) Recommendations regarding the continuation of services.
  - (2) Recommendations regarding the effectiveness of the services, unless program effectiveness is assessed in any other report covering the same time period.
  - (3) Recommendations regarding the broadening of the application of those services.
  - (4) Information which shall be sufficient to determine, at a minimum, whether these services have resulted in a major quantitative improvement or deterioration in any of the following indicators:
    - (A) Pupil academic achievement.
    - (B) The incidence of pupil discipline problems or juvenile delinquency.
    - (C) Pupil dropout rates or truancy rates.
  - (5) A discussion of the meaning and implications of the indicators contained in paragraph (4)

42924. Use of funds; reversion of excess to state general fund

Any funds allocated to school districts for foster children services pursuant to subdivision (c) of Section 42920 or Section 42922 shall be used only for foster children services and any funds not used by districts for those services shall revert to the state General Fund.

42925. Advisory committee; membership; compensation; applications for funding; proposed sum for allocation

- (a) The Superintendent of Public Instruction shall form an advisory committee to make recommendations regarding the allocation of available funds to school districts applying to receive funding for foster children programs pursuant to subdivision (b). The advisory committee shall include, but not be limited to, representatives from the Department of the Youth Authority, from the State Department of Social Services, and from foster children services programs. Members of the advisory committee shall serve without compensation, including travel and per diem.
- (b) Any school district which chooses to provide foster children services programs pursuant to Section 42921 may apply to the Superintendent of Public Instruction and to the advisory committee for funding for those programs.
- (c) On or before November 1 of each year, the Superintendent of Public Instruction shall provide the Governor with a proposed sum to be included in the Governor's budget for the ensuing fiscal year for allocation to school districts wishing to provide foster children services programs pursuant to Section 42921. Recommendations regarding the specific programs to be funded and the amount to be allocated to each shall be included with the proposed sum.

1998 BUDGET BILL SECTION 6110-121-0001  
Foster Youth Programs (Proposition 98)  
Program 20.40.060

Provisions

The funds appropriated in this item are provided to annualize funding for the Foster Youth Services program to children residing in licensed children's institutions, pursuant to Chapter 11 (commencing with Section 42920) of part 24 of the Education Code and guidelines developed by the State Department of Education. These funds shall be allocated on the basis of the number of pupils residing in licensed children's institutions in each county, and shall be used to supplement, and not supplant services currently provided to students residing in licensed children's institutions through this program.

## Countywide Foster Youth Services Key Educational Concepts of Senate Bill 933 (Thompson, Chapter 311, Statutes of 1998)

Senate Bill 933 set into motion a number of activities and concepts at the state and local level that directly involve participants in the countywide FYS program. Many of these legal mandates are intended to ensure a coordinated effort to protect foster youth and secure appropriate, stable placements. A number of California Code sections reinforce the importance of this collaborative effort and provide an avenue for service delivery and coordination for foster youth in group care.

### Educational Options for Foster Youth

Welfare and Institutions Code section 48850 mandates that every county office of education provide information to placing agencies and care providers on educational options for children residing in licensed children's institutions.

### Placement Notification of Local Education Agency (LEA)

Welfare and Institutions Code section 48852 mandates every agency that places a child in a licensed children's institution to notify the local educational agency at the time a pupil is placed. As part of that notification, the placing agency is required to provide any available information on past educational placements to facilitate prompt transfer of records and appropriate educational placement.

### County Multidisciplinary Teams

Family Code section 7911.1 mandates the State Department of Social Services to investigate any threat to the health and safety of children placed by a California county social services agency or probation department in an out-of-state group home. Counties are required to obtain an assessment and placement recommendation by a county multidisciplinary team for each child in an out-of-state group home facility. The multidisciplinary team must consist of participating members from county social services, county mental health, county probation, county superintendents of schools, and other members as determined by the county.

### Mental Health Services

Welfare and Institutions Code section 5867.5 mandates that county mental health departments that receive full System of Care funding to provide to children served by county social services and probation departments a number of services. These include mental health screening, assessment, participation in multidisciplinary placement teams and specialty mental health treatment services for children who meet the definition of medical necessity placed out-of-home in group care to the extent resources are available.

## Collaborative Efforts

Welfare and Institutions Code section 18987.6 permits all counties to provide children with service alternatives to group home care through the development of expanded family-based services programs and to expand the capacity of group homes to provide services appropriate to the changing needs of children in their care. This Code section encourages collaboration among parents, county welfare departments, county mental health departments, county probation departments, county health departments, special education local planning agencies, school districts, and private service providers for the purpose of planning and providing individualized services for children and their birth or substitute families. This Code section ensures local community participation in the development of innovative delivery of services by county placing agencies and service providers and the use of the service resources and expertise of nonprofit providers to develop family-based and community-based service alternatives.

## Statewide Collaboration

SB 933 also mandates collaborative effort at the state level, requiring the State Department of Social Services to convene a working group of representatives of County Welfare Directors, the Chief Probation Officers, foster and former foster youth, group home providers, and other interested parties. The working group must develop protocols outlining the roles and responsibilities of placing agencies and group homes regarding emergency and nonemergency placements of foster children in group homes. The protocols must address all of the following:

- relevant information regarding the child and family that placement workers shall provide to group homes, including health, mental health, and education information pursuant to Section 16010 of the Welfare and Institutions Code;
- appropriate orientations to be provided by group homes for foster children and, if appropriate, their families, after a decision to place has been made;
- county and provider responsibilities in ensuring the child receives timely access to treatment and services to the extent they are available and identified in the child's case plan and treatment plan, including multidisciplinary assessments provided in counties involved in the Systems of Care Program;
- county and provider responsibilities in the periodic monitoring of foster children to ensure the continued appropriateness of the placements and the continued progress toward achieving the case plan and treatment plan goals; and
- appropriate mechanisms, timelines, and information sharing regarding discharge planning.

## Health and Education Passport

Education Code section 49069.5 responds to the disruption of the educational experience for pupils in foster care that results from increased mobility. Whenever an LEA with which a pupil in foster care has most recently been enrolled is informed of the pupil's next educational placement that LEA must cooperate with the county social service or probation department to ensure that educational background information for that pupil's health and educational record is transferred to the receiving LEA in a timely manner.

This information must include at a minimum the following information:

1. the location of the pupil's records,
2. the last school and teacher of the pupil,
3. the pupil's current grade level, and
4. any information deemed necessary to enable enrollment at the receiving school, to the extent allowable under state and federal law.

Notice must be made within five working days and information transferred within five additional working days of receipt of information regarding the new educational placement of the pupil in foster care.

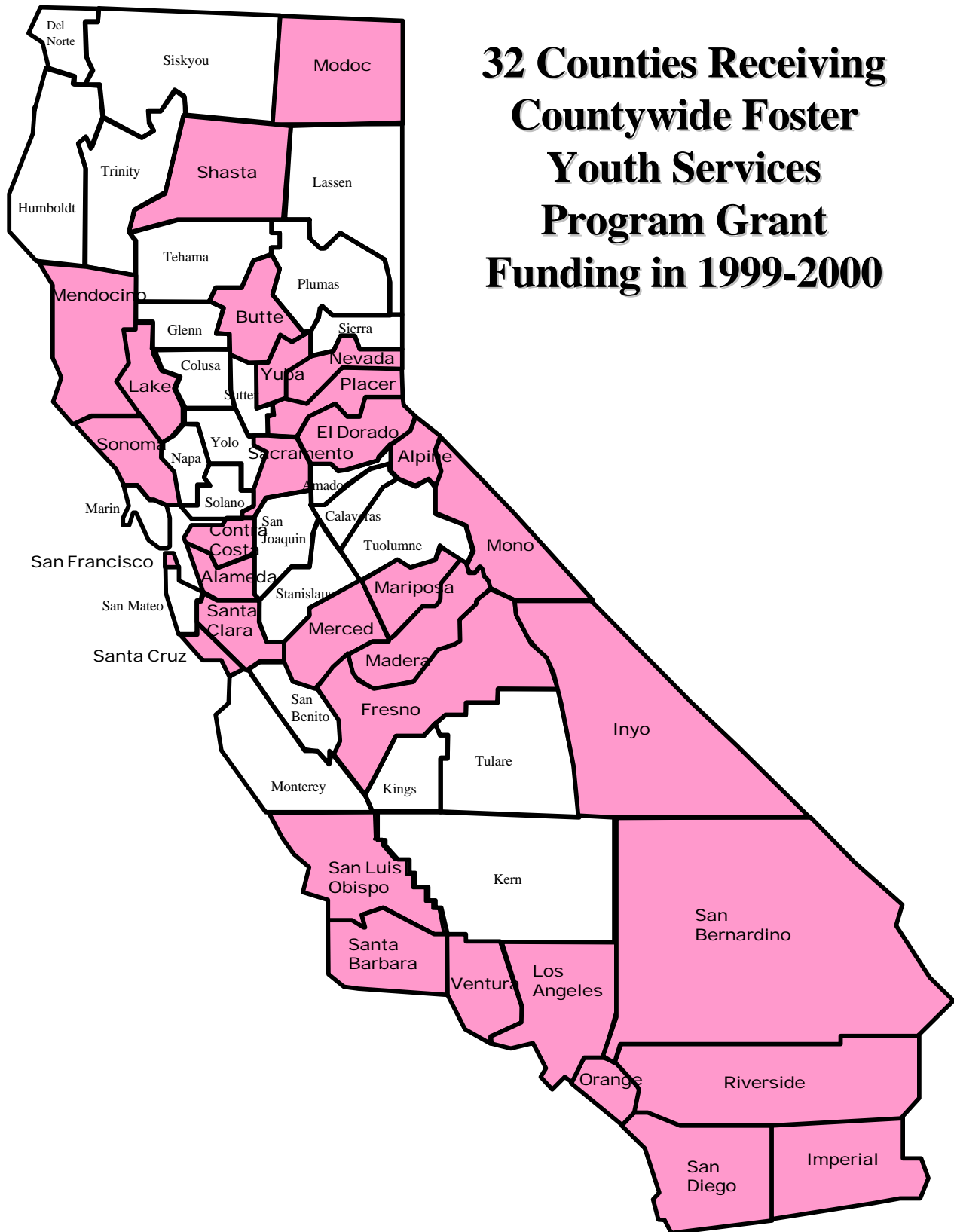
### Recommendations to the Judicial Council

SB 933 recommends that the Judicial Council adopt appropriate rules, standards, and forms regarding the educational placement of children placed in foster care. The purpose of the recommendation is to ensure that state courts routinely indicate the party that maintains or assumes the educational rights of a child placed in foster care in order to facilitate the child's prompt educational placement. When the parent maintains educational authority for the child, the parent also has a right to designate another person or entity to maintain educational authority. The Judicial Council is also encouraged to ensure that state courts consistently authorize the agencies that place children in foster care to receive the children's records.

**Countywide Foster Youth Services Program  
Fund Distribution**

<b>COUNTY</b>	<b>Half-Year Funding for FY 1998/1999</b>	<b>Funding for FY 1999/2000</b>
<b>TOTAL FUNDING</b>	<b>\$3,000,000</b>	<b>\$6,086,400</b>
Alpine*		\$20,580
Alameda	\$156,111	\$271,530
Butte		\$48,226
Contra Costa	\$82,193	\$144,521
El Dorado*		\$23,165
Fresno		\$145,555
Imperial	\$27,639	\$48,570
Inyo		\$21,787
Lake	\$13,016	\$23,424
Los Angeles	\$1,577,015	\$2,741,827
Madera	\$11,489	\$21,787
Mariposa	\$11,168	\$21,442
Mendocino	\$12,936	\$23,337
Merced		\$48,743
Modoc	\$11,489	\$21,787
Mono		\$20,666
Nevada*	\$12,293	\$22,648
Orange	\$198,212	\$345,075
Placer*	\$27,317	\$48,226
Riverside	\$169,689	\$295,557
Sacramento	\$141,890	\$246,124
San Bernardino	\$170,000	\$467,879
San Diego		\$344,041
San Francisco	\$68,776	\$121,081
San Luis Obispo	\$27,478	\$48,398
Santa Barbara	\$39,610	\$70,874
Santa Clara	\$110,555	\$194,281
Santa Cruz	\$24,586	\$45,296
Shasta	\$13,337	\$23,768
Sonoma	\$38,646	\$69,840
Ventura	\$41,780	\$73,200
Yuba	\$12,775	\$23,165

\* Consortium Counties: Placer County Office of Education with Nevada County and El Dorado County Office of Education with Alpine County.





## COUNTYWIDE FOSTER YOUTH SERVICES PROGRAM

### Basic Information Matrix of County Grantees

County	Contact Name	Phone	# Group Homes in County	# of Youth in Foster Care	Service Gaps	Services Enhanced by the FYS Program	FYS Program Goals
Alameda	Laura Alacarena	510 670- 4252	71	546	<ul style="list-style-type: none"> <li>• Not available at LCIs.</li> <li>• Fragmented and geographically distant.</li> <li>• Are crisis-driven</li> </ul>	<ul style="list-style-type: none"> <li>• Planning</li> <li>• Educational assessment</li> <li>• Health Passports</li> <li>• Tutoring</li> <li>• Training/workshops</li> <li>• Case management</li> </ul>	<ul style="list-style-type: none"> <li>• Improve academic achievement</li> <li>• Reduce discipline problems</li> <li>• Reduce juvenile delinquency</li> <li>• Reduce truancy and drop-outs</li> </ul>
Alpine	<i>Refer to El Dorado plan</i>		1	2	<i>Eefer to El Dorado plan</i>	<i>Refer to El Dorado plan</i>	<i>Refer to El Dorado plan</i>
Butte	Lee Wood	530 538-6670	14 listed	86 in county; 400 out of county	<ul style="list-style-type: none"> <li>• Not coordinated multidisciplinary team</li> <li>• No funding to transfer records, provide info, coordinate services</li> </ul>	<ul style="list-style-type: none"> <li>• Planning</li> <li>• Coordinate information, data collection, and case management</li> </ul>	<ul style="list-style-type: none"> <li>• Maximize the educational and social success of foster youth.</li> </ul>
Contra Costa	Catherine Giacalone	925 942-3308	26 listed	265	<ul style="list-style-type: none"> <li>• Basic skills deficiencies.</li> <li>• Many youth ESL</li> <li>• Delays in ed. placement</li> <li>• Not coordinated.</li> </ul>	<ul style="list-style-type: none"> <li>• A “plan to plan”</li> <li>• DSS adopt plan</li> <li>• Dissemination of plan</li> <li>• Train school and organization staff</li> <li>• Develop shared DB</li> <li>• Coordinate service delivery</li> </ul>	<ul style="list-style-type: none"> <li>• Develop infrastructure to support coordinated interagency services.</li> <li>• Develop a coordinated data gathering and sharing process</li> <li>• Develop evaluation process</li> <li>• Provide greater access to coordinated services</li> <li>• Improve student achievement</li> </ul>
El Dorado	Dave Soper	530 295-2296	9	52	<ul style="list-style-type: none"> <li>• Central data collection</li> <li>• Health &amp; educ. records don’t follow transfers</li> <li>• Services are fragmented</li> </ul>	<ul style="list-style-type: none"> <li>• Integrated database</li> <li>• Centralize data collection</li> </ul>	<ul style="list-style-type: none"> <li>• Develop a Health &amp; Education Passport for all foster youth in the county.</li> <li>• Meet educational needs.</li> </ul>
Fresno	Amy Alhadeff	559 265-3001	56	about 470	<ul style="list-style-type: none"> <li>• Background info not always available</li> <li>• COE doesn’t track out-of-county placements</li> <li>• Out-of-county kids may not receive resources</li> <li>• Many minimum-day students idle 1-5 p.m.</li> <li>• Evaluation and wrap-around services needed</li> </ul>	<ul style="list-style-type: none"> <li>• Provide single point of contact for social workers, probation, and group home operators.</li> <li>• Develop user manual.</li> <li>• Provide tutoring and mentoring services “beyond the regular school day.”</li> </ul>	<ul style="list-style-type: none"> <li>• Increase continuity of services and stability of placements.</li> <li>• Foster pro-social behavior.</li> <li>• Increase communication and information-sharing between agencies.</li> <li>• Maximize current resources.</li> </ul>

County	Contact Name	Phone	# Group Homes in County	# of Youth in Foster Care	Service Gaps	Services Enhanced by the FYS Program	FYS Program Goals
					<ul style="list-style-type: none"> <li>No interagency collaboration resource</li> </ul>		
Imperial	Denise Baughn	760 312-6680	n/a	90	<ul style="list-style-type: none"> <li>Difficulties in identifying specific needs of highly mobile population.</li> </ul>	<ul style="list-style-type: none"> <li>A current Educational Passport will be available for foster youth.</li> </ul>	<ul style="list-style-type: none"> <li>System to locate, compile, analyze, and transfer ed. documents to placements.</li> <li>Identify students w/ special needs and provide svcs.</li> <li>Develop linkage to services.</li> </ul>
Inyo	Rosanne Higley	760 873-5123 Ext. 34	1	24	<ul style="list-style-type: none"> <li>One group home for tribal youth.</li> <li>Most placements are 250+ miles from county.</li> </ul>	<ul style="list-style-type: none"> <li>Serve tribal youth at county group home.</li> <li>Provide prevention program for foster family children.</li> <li>Support transitions</li> </ul>	<ul style="list-style-type: none"> <li>Provide education support.</li> <li>Improve academic achievement.</li> <li>Reduce disciplinary referrals.</li> <li>Reduce juvenile delinquency.</li> <li>Reduce need for more restrictive placements.</li> </ul>
Lake	Allison Hillix	707 274-9117	1	6	<ul style="list-style-type: none"> <li>Coordinated/ collaborative delivery</li> <li>Deficits in tutoring, mentoring, and advocacy training</li> </ul>	<ul style="list-style-type: none"> <li>Program planning / design.</li> <li>Develop ISP for each foster youth.</li> <li>Provide tutoring and mentoring services</li> </ul>	<ul style="list-style-type: none"> <li>Improve academic achievement</li> <li>Reduce disciplinary problems</li> <li>Reduce delinquency problems</li> <li>Reduce truancy problems</li> </ul>
Los Angeles	Priscilla Garcia	213 637-3102	410	52,777 in foster care est 5000 in LCIs	<ul style="list-style-type: none"> <li>Inadequate training</li> <li>Lack svc coordination</li> <li>Lack info-sharing</li> <li>Duplicated efforts</li> <li>Assessment not standard</li> <li>Incompatible reporting requirements</li> <li>Transient population</li> <li>81 school districts and NPS providers</li> </ul>	<ul style="list-style-type: none"> <li>Targeted case-management services</li> <li>Interagency collaboratn</li> <li>Link services with group home youth</li> <li>Training for socl wrkrs, P.O.s, and school staff</li> <li>Develop curric. &amp; strategy to train gp home staff</li> </ul>	<ul style="list-style-type: none"> <li>Gather baseline data</li> <li>Link resources and LCI youth</li> <li>Implement passport process</li> <li>Provide training</li> <li>Evaluate ed. placements of group home youth regularly</li> <li>Successful school behavior</li> <li>Successful transitions</li> <li>Provide case management</li> <li>Coordinate resources</li> </ul>
Madera	Lodema Johnson	559 673-6051, ext 276	5	56	<ul style="list-style-type: none"> <li>Few transition services</li> <li>Gaps in needs &amp; svcs</li> <li>Out-of-county kids ineligible for some svcs</li> <li>"Lost" special ed recrds</li> <li>Incomplete schl records</li> <li>GH staff don't know about avlbl services</li> </ul>	<ul style="list-style-type: none"> <li>Ensure adequate services</li> <li>Eliminate duplication of services</li> <li>Coordinated, case managed service provision</li> </ul>	<ul style="list-style-type: none"> <li>Acquire school, health, and related pertinent records</li> <li>Develop and update Health and Education Passports</li> <li>Maintain group home contact</li> <li>Assess needs and svcs avlbl</li> <li>Track data re academic progress, school enrollment and</li> </ul>

County	Contact Name	Phone	# Group Homes in County	# of Youth in Foster Care	Service Gaps	Services Enhanced by the FYS Program	FYS Program Goals
					<ul style="list-style-type: none"> <li>• Limited alt.ed. offerings</li> <li>• Geographic isolation</li> <li>• Transportation problems</li> <li>•</li> </ul>		attendance, and school and community behavior.
Mariposa	Jane Siebeneicher	209 966-3609	1	6	<ul style="list-style-type: none"> <li>• Lag time in receiving educational records</li> <li>• Lack of funds to obtain and keep records current</li> </ul>	<ul style="list-style-type: none"> <li>• Improved recrd tracking</li> <li>• Expanded FYS</li> <li>• Educational assessment</li> <li>• Address special needs</li> </ul>	<ul style="list-style-type: none"> <li>• Foster youth will be successful, contributing, and effective members of society.</li> </ul>
Mendocino	Larry White	707 467-5181	5	Between 100 to 142	<ul style="list-style-type: none"> <li>• Geographic isolation</li> <li>• Few financial and manpower resources</li> <li>• Few youth services</li> <li>• Transitional population</li> </ul>	<ul style="list-style-type: none"> <li>• Develop collaborative approach</li> <li>• Expanded FYS</li> <li>• Establish appropriate educational placements</li> <li>• Provide trans services</li> </ul>	<ul style="list-style-type: none"> <li>• Enable stable and successful educational placements</li> <li>• Expand services to all FY</li> </ul>
Merced	Dennis Tatum	209 381-6755	n/a	351 total; 39 in LCIs	<ul style="list-style-type: none"> <li>• Sharing info between agencies.</li> <li>• Case management svcs for group home youth</li> </ul>	<ul style="list-style-type: none"> <li>• Coordinate services</li> <li>• Liaison between group homes, agencies, schools</li> <li>• Develop H&amp;E Passports</li> </ul>	<ul style="list-style-type: none"> <li>• Improve academic achievemnt</li> <li>• Reduce discipline problems</li> <li>• Reduce juvenile delinquency</li> <li>• Reduce truancy and drop-outs</li> </ul>
Modoc	Julia McCoy	530 233-7115	1	30	<ul style="list-style-type: none"> <li>• Geographic isolation</li> <li>• Major medical svcs not avlbl locally</li> <li>• Few transitioning svcs or life skills trng avlbl</li> </ul>	<ul style="list-style-type: none"> <li>• Monthly mtgs between group home &amp; school staff</li> <li>• Training for education and group home staff</li> <li>• Develop add'l svcs</li> </ul>	<ul style="list-style-type: none"> <li>• Short-term goals include meeting physical, social, and emotional needs</li> <li>• Long-term goals include a transition/independent living skills program</li> </ul>
Mono	Jan Work	760 934-0031	0	0 in group homes	<ul style="list-style-type: none"> <li>• Assisting foster kids transitioning home from out-of-cnty placements</li> </ul>	<ul style="list-style-type: none"> <li>• Provide services to transi-tioning foster youth via Healthy Start</li> </ul>	<ul style="list-style-type: none"> <li>• Improve well-being of FY</li> <li>• Increase commitment to schl</li> <li>• Reduce antisocial behavior</li> </ul>
Nevada	<i>Refer to Placer plan</i>		n/a	26	<i>Refer to Placer plan</i>	<i>Refer to Placer plan</i>	<i>Refer to Placer plan</i>
Orange	Deana Mulkerin	714 560-0571	81	1012 from Orange Cnty	<ul style="list-style-type: none"> <li>• Multi-agency info sharing</li> <li>• Timely ed. assessments</li> <li>• Special ed svcs disrupted</li> <li>• Interagency collab</li> <li>• Unaware of svcs avlbl</li> <li>• Insufficient transittn svcs</li> <li>• Transitional population</li> </ul>	<ul style="list-style-type: none"> <li>• Develop the CORE passport</li> <li>• Coordinated services via the CORE Team</li> <li>• Provide wrap-around svcs for targeted foster children</li> <li>• Enter info into CWS/CMS dB</li> </ul>	<ul style="list-style-type: none"> <li>• Improve academic achievemnt</li> <li>• Improve attendance</li> <li>• Reduce truancy and drop-outs</li> <li>• Reduce discipline problems</li> <li>• Reduce juvenile delinquency</li> </ul>
Placer	Maren Petre	916 784-6436	n/a	86	<ul style="list-style-type: none"> <li>• Inadequate transportatn</li> </ul>	<ul style="list-style-type: none"> <li>• Case managemnt model</li> </ul>	<ul style="list-style-type: none"> <li>• Education passports for all group</li> </ul>

County	Contact Name	Phone	# Group Homes in County	# of Youth in Foster Care	Service Gaps	Services Enhanced by the FYS Program	FYS Program Goals
					<ul style="list-style-type: none"> <li>Geographically large</li> <li>LEAs need re-minders to I.D. foster kids</li> <li>Local FY need transition svcs when returning home</li> <li>Out-of-county youth have greatest needs</li> <li>Health/Ed. Passports</li> <li>Need decentralized svcs</li> <li>Need communication betwn NPSs and schools</li> <li>Need ed. Assessments</li> <li>X-training is needed</li> </ul>	<ul style="list-style-type: none"> <li>Menu of services</li> <li>Coordinate agency effrts</li> <li>Front-end loading svcs</li> <li>Wrap-around svcs reduce out-of-home placement</li> <li>Co-location with the CSOC program</li> </ul>	<p>home youth in county and from Placer/Nevada cntys</p> <ul style="list-style-type: none"> <li>Assist w/ transition plans</li> <li>All have educ. case manager</li> <li>X-trng for educ., Prob, DHHS</li> <li>Integrate NPS &amp; pub. school extracurricular activities</li> <li>Promote strength-based assessments and interventions</li> <li>Increase staff knowledge of the special advocacy needs of youth (504, special ed, and other disabilities)</li> </ul>
Riverside	Larry Payne	909 788-6596	107	over 1000	<ul style="list-style-type: none"> <li>Extracurricular activities</li> <li>Economic stability</li> <li>After school programs</li> <li>Outreach services, including transportation</li> <li>AOD treatment services</li> <li>Youth activities</li> <li>Gang intervention</li> <li>Obtaining IEP and immunization records</li> <li>Synchronize GH and school counseling</li> <li>Differentiating learning disabilities from behavior problems</li> </ul>	<ul style="list-style-type: none"> <li>Linking FY w/services</li> <li>Provide direct services not otherwise avlbl</li> <li>Locate records</li> <li>Work with student w/ attendance problems</li> <li>Coordinate services</li> <li>Avoid duplicate svcs</li> <li>Sponsor conferences that focus on vocational training and ILP</li> <li>Obtain mentors</li> </ul>	<ul style="list-style-type: none"> <li>Improve academic achievemnt</li> <li>Reduce discipline problems</li> <li>Reduce juvenile delinquency</li> <li>Provide chronic, ER, and routine medical services</li> <li>Ensure and track needed mental health services</li> <li>For those over 16, track and facilitate transition services</li> <li>Work w/ group home provi-ders re mentoring services</li> <li>Sponsor transition-focused conferences</li> </ul>
Sacramento	Cheryl Raney	916 228-2202	65	496	<ul style="list-style-type: none"> <li>Central data collection</li> <li>Integrated dB at cnty level</li> <li>Up-to-date health and education records</li> <li>Fragmented services</li> <li>Poor communication betwn county agencies</li> <li>Immunization info</li> <li>Lack of secondary school credits for FY</li> </ul>	<ul style="list-style-type: none"> <li>All incoming foster youth information forwarded from Welfare and Probation to central data collection pt.</li> <li>Each school district enrolling foster youth will be responsible for updating ed data.</li> <li>Districts notify the data collection point when</li> </ul>	<ul style="list-style-type: none"> <li>Establish an Education and Health Passport for all foster youth in county group homes.</li> <li>Develop a countywide system to collect, enter, and retrieve Passport data.</li> <li>Ensure the Passport system meets the needs of foster youth.</li> </ul>

County	Contact Name	Phone	# Group Homes in County	# of Youth in Foster Care	Service Gaps	Services Enhanced by the FYS Program	FYS Program Goals
					<ul style="list-style-type: none"> <li>• Lack of special ed info</li> </ul>	student leaves district.	
San Bernardino	Julian Weaver	909 387- 4813	100	896 (county has many placements elsewhere)	<ul style="list-style-type: none"> <li>• Integrated dB w/ names of cnty children in LCIs</li> <li>• Educational assessments</li> <li>• H&amp;E. records</li> <li>• Coordination between agencies re trtmnt plan</li> <li>• Lack family participatn in service planning</li> <li>• Vast geographic area</li> <li>• Diverse population</li> </ul>	<ul style="list-style-type: none"> <li>• Coordination between treatment providers, CSOC, and educational plan.</li> <li>• Collect data</li> <li>• Provide LCI staff developmnt</li> <li>• Educational assessments</li> <li>• Mainstreaming and transitioning services</li> <li>• Advocacy training</li> </ul>	<ul style="list-style-type: none"> <li>• Reduce # placements in RCL 11 and above</li> <li>• Increase academic achievemnt</li> <li>• Reduce out-of-county and state residential placements for AB2726 youth</li> <li>• Increase school attendance</li> <li>• Decrease NPS enrollment</li> <li>• Decrease drop-out rate</li> <li>• Decrease delinquency rates</li> <li>• Decrease discipline incidents</li> </ul>
San Diego	Wayne Sakamoto	858 292-3569	48	6100 total, 677 in group homes	<ul style="list-style-type: none"> <li>• Not allowing youth to remain at current school if placed in LCI in another district</li> <li>• Training for group home staff and parents in providing transitional living skills</li> <li>• Computer dB system for transfer school records</li> </ul>	<ul style="list-style-type: none"> <li>• A full-time coordinator and secretary to provide case mngement services</li> <li>• 10 MSW interns provide counseling and mentoring</li> <li>• Health &amp; Education Passports</li> </ul>	<ul style="list-style-type: none"> <li>• Assess for academic needs</li> <li>• Provide quick transfer of sch records via Health Passport</li> <li>• Provide academic assistance</li> <li>• Ensure youth have mentors</li> <li>• Provide counseling services</li> <li>• Ensure youth receive transitional services</li> <li>• Mainstream youth to pub sch.</li> <li>• Provide advocacy training</li> </ul>
San Francisco	Sharon Stone	415 242-2615	28	3233 total, 220 in group homes	<ul style="list-style-type: none"> <li>• FY have multiple needs</li> <li>• Highly transient popultn</li> <li>• Stigma of being FY</li> <li>• Delay obtaining records</li> <li>• Education surrogates</li> <li>• Delay in IEPs</li> <li>• No central mechanism to coordinate foster home and ed placements</li> <li>• Lack of svc integration and coordination</li> </ul>	<ul style="list-style-type: none"> <li>• Individual case management services</li> <li>• Infor &amp; referral svcs</li> <li>• Centralized dB w/ info from ed &amp; child welfare system</li> <li>• Interagency policy development</li> <li>• Make H&amp;E passport avlbl to placement workers and courts</li> </ul>	<ul style="list-style-type: none"> <li>• Improve academic achievemnt</li> <li>• Increase attendance</li> <li>• Reduce truancy</li> <li>• Reduce discipline problems</li> <li>• Improve communication between systems serving foster youth living in group homes</li> </ul>
San Luis Obispo	Bill Spencer	805 782-7300	9	456 in foster care # in LCIs not given	<ul style="list-style-type: none"> <li>• No school system to ID youth in placement</li> <li>• No coordinated system to assess their needs</li> <li>• Inadequate services to</li> </ul>	<ul style="list-style-type: none"> <li>• Educational assessments</li> <li>• Collection of ed records</li> <li>• Tutoring, mentoring, cnslg</li> <li>• Transitional services</li> </ul>	<ul style="list-style-type: none"> <li>• Increase academic achievemnt</li> <li>• Increase attendance</li> <li>• Reduce drop-outs</li> <li>• Reduce truancy</li> <li>• Increase self-empowerment as</li> </ul>

County	Contact Name	Phone	# Group Homes in County	# of Youth in Foster Care	Service Gaps	Services Enhanced by the FYS Program	FYS Program Goals
					<ul style="list-style-type: none"> <li>meet needs of all youth.</li> <li>Staff trng re nds of youth</li> </ul>	<ul style="list-style-type: none"> <li>Mainstreaming services</li> <li>Advocacy training</li> <li>Develop H&amp;E Passport</li> </ul>	shown by a decrease in discipline problems, at-risk behaviors
Santa Barbara	Frann Wageneck	805 569-3873	243beds	65	<ul style="list-style-type: none"> <li>H&amp;E Passport</li> <li>Good collaboration lacks coordinated effort</li> <li>Reduce overlap of service</li> </ul>	<ul style="list-style-type: none"> <li>H&amp;E Passport/Record Transfer</li> <li>Referral Process</li> <li>Educational Advocacy</li> <li>Coordination Services</li> <li>Case Management</li> </ul>	<ul style="list-style-type: none"> <li>Improve academic performance</li> <li>Reduce discipline problems</li> <li>Reduce dropout rates</li> <li>Collaborate with workgroup</li> <li>Create educational advocacy</li> <li>Support out-of-county placements</li> </ul>
Santa Clara	Dee Conti	408 453-6956	16	332	<ul style="list-style-type: none"> <li>Missing school and health records</li> <li>Transportatn to home sch.</li> <li>Case mngmt coordinatn</li> <li>Confidentiality issues</li> <li>Delayed spec ed services</li> <li>Few records for juvenile justice placements</li> </ul>	<ul style="list-style-type: none"> <li>Case management</li> <li>Direct services</li> <li>Educational passports</li> <li>Assessment</li> <li>Staff development</li> <li>Transition planning</li> </ul>	<ul style="list-style-type: none"> <li>Improve academic achievemnt</li> <li>Decrease discipline problems</li> <li>Reduction in truancy rates</li> <li>Identify existing resources</li> <li>Identify gaps in resources and services available</li> <li>Develop outcome measures</li> <li>Develop the FYS program</li> </ul>
Santa Cruz	Jo Quinn	831 479-5330	7	250 in LCIs in AltEd in 97-98	<ul style="list-style-type: none"> <li>Lack records, assessments and transition plans</li> <li>Delays obtaining recrds</li> <li>Incomplete transcripts</li> <li>Uncoordinated services</li> <li>Lack of focus on needs of group home youth</li> </ul>	<ul style="list-style-type: none"> <li>Tutoring services</li> <li>Individual/group counseling</li> <li>Case management coordi-nating private and public agencies, community grps, foster parents, schools, LCIs</li> </ul>	<ul style="list-style-type: none"> <li>Est. a FYS local advisory grp</li> <li>Develop a countywide FYS program plan</li> <li>Est. coordinated case mngmt</li> <li>Est. and maintain an evalua-tion of the goals and objectives of the FYS program</li> </ul>
Shasta	Karen Frost	530 225-0208	28 (189 beds)	189	<ul style="list-style-type: none"> <li>Evaluation of ed. needs</li> <li>Records difficult to locate</li> <li>Placement and ed needs not always appropriate</li> <li>Mobile pop requiring quick I.D. of needs</li> <li>Group home staff don't know or understand educational records</li> </ul>	<ul style="list-style-type: none"> <li>Provide ed. assessments</li> <li>Locate student records</li> <li>Developing IEPs prior to ed placement</li> <li>Provide intake/ orientation for new group home youth</li> <li>Coordination of services</li> <li>Case management</li> </ul>	<ul style="list-style-type: none"> <li>Develop a central intake process that includes educ. assessment and develop the ILP</li> <li>Health &amp; Education Passports</li> <li>ILS training for all group home residents</li> <li>Training for all program and group home staff</li> </ul>
Sonoma	Marci Jenkins	707 524-2707	43	65 locals in county facilities	<ul style="list-style-type: none"> <li>Duplication of services</li> <li>No composite data for foster youth</li> </ul>	<ul style="list-style-type: none"> <li>Centrl data collection pt</li> <li>Countywide resrce manl</li> <li>Transition svcs</li> </ul>	<ul style="list-style-type: none"> <li>Improve academic achievemnt</li> <li>Reduce discipline problems</li> <li>Reduce juvenile delinquency</li> </ul>

County	Contact Name	Phone	# Group Homes in County	# of Youth in Foster Care	Service Gaps	Services Enhanced by the FYS Program	FYS Program Goals
					<ul style="list-style-type: none"> <li>• Money avlbl to foster youth insufficiently flexible to provide needed services</li> <li>• Programs lack resources to meet the needs of FY</li> </ul>	<ul style="list-style-type: none"> <li>• Mentoring and tutoring</li> <li>• Timely transfer of H&amp;E records</li> <li>• Specialize ed assessmts</li> <li>• Money to access special programs or classes.</li> <li>• Money for transportatn</li> </ul>	<ul style="list-style-type: none"> <li>• Reduce truancy</li> <li>• Reduce drop-outs</li> </ul>
Ventura	Paulette Ozar	805 388-4435	several	n/a	<ul style="list-style-type: none"> <li>• Shortage of placements for teenage boys</li> <li>• GH need support of schools and agencies</li> <li>• Passports often come with incomplete info</li> <li>• Comprehensive assessment of existing resoucs</li> <li>• Low specialized care rates</li> <li>• Lack of tutoring services</li> <li>• Delays in completion of IEPs re appropriate plcmnt</li> </ul>	<ul style="list-style-type: none"> <li>• Appropriate educational services for FY</li> <li>• H&amp;E passports</li> <li>• Case managemnt model</li> <li>• Train agency staff</li> <li>• Information clearinghse; central point of contact</li> <li>• Points of contact within each agency to work with FYS coordinator</li> <li>• Provision of accessible tutoring services</li> </ul>	<ul style="list-style-type: none"> <li>• Case management model</li> <li>• Coordinate services between foster youth placement agency, courts, public and private agencies, and educational services providers.</li> </ul>
Yuba	Linda Zall	530 741-4379	2	about 12; most exported	<ul style="list-style-type: none"> <li>• Hard to locate records, delaying ed placemt</li> <li>• Transitional/tutor svcs</li> <li>• ILS training is needed</li> <li>• Surrogate parents often don't meet child</li> <li>• Training for teachers</li> <li>• Mentors needed</li> <li>• Training for GH providers avlbl services</li> </ul>	<ul style="list-style-type: none"> <li>• Placement in appropriate ed setting</li> <li>• New residents receive orientation by case mgr</li> <li>• Education Passports</li> <li>• Train teachers and agency staff @ FY isus</li> <li>• Training for surrogate parents</li> <li>• Self-advocacy training for group home youth</li> </ul>	<ul style="list-style-type: none"> <li>• 1.Provide complete records for all group home children in Yuba county</li> <li>• 2.Improve academic achievemt</li> <li>• 3.Reduce disciplinary referrals</li> <li>• 4.Reduce truancy</li> </ul>

SUPERIOR COURT OF THE STATE OF CALIFORNIA  
COUNTY OF RIVERSIDE, JUVENILE DIVISION

In re:

RIVERSIDE COUNTY OFFICE OF  
EDUCATION FOSTER YOUTH  
SERVICES PROGRAM.

Case No. MISCELLANEOUS

ORDER RE: RELEASE OF JUVENILE  
RECORDS TO BE USED IN THE RIVERSIDE  
COUNTY OFFICE OF EDUCATION FOSTER  
YOUTH SERVICES PROGRAM

WHEREAS, the Riverside County Office of Education Foster Youth Services Program (hereinafter referred to as the "Program"), is intended to make foster youth services available to foster children and youth that are under the jurisdiction of the County of Riverside; and,

WHEREAS, in order to develop a database of foster children and youth under the jurisdiction of the County of Riverside, determine the services required and provide such services, the Program has a need to access certain information of the foster children and youth under the jurisdiction of the County of Riverside; and,

WHEREAS, it is recognized that such records may be confidential and may be released by court order; and,

WHEREAS, it is the intent of the Court to allow access to and use such records to the extent necessary for the purposes of the program; now, therefore,

IT IS ORDERED AS FOLLOWS:

1. Those records and information of foster children and youth under the jurisdiction of the County of Riverside maintained by any agency for foster home within the County shall be released to the representatives of the Program.

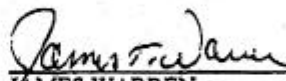


1        2.     The information required for the program may be transmitted electronically if the Riverside  
2 County Office of Education establishes a method of such transmission that assures the confidentiality of this  
3 information.

4        3.     Any person or agency receiving the records and information referred to herein or allowed  
5 access to these records and information for the Program shall maintain the confidentiality of these records and  
6 information referred to herein and shall use such records and information only to the extent necessary for the  
7 purposes of the Program.

8        4.     The Riverside County Office of Education shall be responsible to assure that all persons and  
9 agencies involved in the Program are provided with a copy of this Order.

10  
11 Dated: 11-24-99

  
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JAMES WARREN  
Judge of the Superior Court, Juvenile Division

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## Foster Child's Letter to Her Attorney

to: rebecca bowman

12/16/99

Dear court I have been having probbles is school because I do not have a wuff time to finish my work oler vesits and cansteing and has no time to study for school tests some times. Also I have been geting D's for late or unfinished work. Some times I get so frustrated and mad because of it, and it also gets bispresing too. I am asking for you to give me less fisits (it not because I don't want to see my peccies) I just need more time. I am writing to you because I know you care whats in the best interest of the childin.

P.S. please find out if I can cut my hair in eney way I would like it.

Thank you from,

**LETTER FROM A 10 YEAR-OLD GIRL**